

The Annual Evaluation Process

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Section 1: Introduction, aims and key principles

Introduction

1. The preparation and subsequent discussion of Annual Evaluation (AE) Reports enables course teams, Schools, Colleges and the University to evaluate the academic health of the educational programmes of the University, to identify good practice, strengthen accountability and take action on the basis of informed review and analysis.
2. In this respect the process supports the ongoing quality enhancement of academic provision and the student experience, and meets the overarching expectations of the UK Quality Code for Higher Education to ensure:
 - The academic standards of courses meet the requirements of the Framework for Higher Education Qualifications (FHEQ).
 - The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.
 - The threshold standards for qualifications are consistent with the Framework for Higher Education Qualifications (FHEQ).
 - Students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.
 - The standards of awards are credible and secure irrespective of where or how courses are delivered or who delivers them, when working in partnership with other organisations.
 - Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
 - Students are provided with the support that they need to succeed in and benefit from higher education.
 - All students are supported to achieve successful academic and professional outcomes.
 - Students are actively engaged, individually and collectively, in the quality of their educational experience.
3. More generally, Annual Evaluation Reports provide the University with the evidence it requires to enable it to discharge its responsibility for the standard of each award made in its name, and to be assured that the quality of education provided for students is at least satisfactory or better. The process identifies issues requiring attention and a mechanism for ensuring that they are addressed, and highlights examples of good practice for wider dissemination. In also asking course teams and Schools to establish a 'live' Enhancement Plan, the process contributes to continuous improvement of the quality of provision across the University.

Aims

4. The process aims to:
 - ensure genuine critical reflection and evaluation on all aspects of the delivery of the curriculum and support for student learning
 - secure continued systematic improvement in the overall quality of provision and the student experience
 - develop live Enhancement Plans which can be effectively implemented and progress mapped throughout the academic year.

Key Principles

5. The process therefore is based on the following key principles:
 - self-critical reflective consideration of evidence
 - accountability at all levels throughout the University
 - evaluation for forward action planning
 - dissemination of good practice.
6. As an integral part of the system, it is expected that good practice is shared amongst staff, and that feedback is given to staff, students, and external examiners on issues raised in reports at all stages in the system. For instance, it is expected that staff communicate with students via Course Management Committees, notice boards and the VLE. In addition, the minutes of Course Management Committees are made available for students, and a copy of the Course Annual Evaluation Report is sent to the external examiner, once it has been agreed and signed off.
7. The process is designed to complement Periodic Review. This occurs in two key ways: Review Panels will consider the effectiveness of Departments and Schools in managing and developing the quality of the student learning experience, maintaining academic standards and developing the curriculum of the associated courses. In addition, outcomes from Periodic Review inform the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan and Course Annual Evaluation Report Enhancement Plans as appropriate.

Collaborative Provision

8. Annual Evaluation Reports are produced for every course (or accredited module) that results in a UW award, including those offered by partner institutions to their students. However, by negotiation¹ partners are able to submit reports to the format normally used by that institution provided that required elements of the Annual Evaluation process are present. (This will normally be the Enhancement Plan, Link Tutor reports and the response to the external examiner report(s)). In such cases, additional information pertaining to the Annual Evaluation process should be made available to Schools alongside submission of the annual report.²
9. For provision taught at more than one site, a report should be produced for each site. An overview report will then be compiled in the same manner as a Course Annual Evaluation Report (using the Course Annual Evaluation Report template) drawing together the key themes from each individual submission.
10. All Course Annual Evaluation reports should include a list of award titles covered by the report.

Professional, Statutory and Regulatory Bodies

11. Where issues have been raised by a PSRB, the action being taken to address such issues must be included explicitly within the Enhancement Plan of the Course Annual Evaluation Report.

¹ Such negotiation normally entails the submission of a report or report template to AQU prior to use within the process. AQU will then liaise with partner organisations with regard to any additional requirements.

² This policy also applies in cases where action plans are required by external bodies, normally Ofsted.

Section 2: Process

12. The process takes an evidence-based approach with outcomes clearly based on evaluation and enhancement. The value of this process lies in all participants taking an honest, reflective and evaluative approach. Issues are highlighted without apportioning blame and the focus is always on how to address issues and identify action that will result in quality enhancement.
13. The Course Annual Evaluation Report template is an aide memoire to reflection on key data sets and evidence sources in order to identify success, achievement, limitations and issues. It includes the production of a short SWOT analysis
14. The Enhancement Plan should clearly be derived from evidence sources (see below). This leads to more focussed actions that are easier to address, whether these aim to rectify issues or progress opportunities – actions have an anticipated date of completion (or milestones) and demonstrable criteria for success (i.e. when it is clear that they have been achieved)
15. Heads of Department have a role in working with course leaders to ensure that the Annual Evaluation process is completed effectively and that the enhancement plans will address any issues or challenges identified and result in clear improvements to the student experience. Additionally, they have a role in ensuring dissemination and transfer of good practice.
16. Enhancement Plans are considered to be “live” documents which are kept under review and updated on a regular basis (e.g. via Course Management Committees), including for provision delivered through collaborative arrangements.
17. The Enhancement Plan covers the following areas:
 - issue or objective to be addressed
 - actions to be taken
 - key dates for achievement of actions
 - key person responsible for action
 - criteria for success or impact
 - progress
18. The following process should be followed by all Schools:
 - a) Academic Quality Unit (AQU) will issue a spreadsheet of approved School provision by **Friday 10 May 2019**. The spreadsheet will be saved on the O Drive and a link to the information will be sent to the School Quality Administrators and Coordinators, for dissemination to key School staff. The spreadsheet should be used as a reference for which courses are expected to complete the Annual Evaluation process. The School Quality Administrator will be responsible for ensuring that reports for all awards within the School, including in relation to each partner, have been received. Quality Administrators will complete the spreadsheet, recording when reports have been received and the process is completed. The completed spreadsheet should be appended to the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan
 - b) Key data sets and Course Annual Evaluation Report templates will be saved on the O Drive
 - c) Schools should make use of a range of data to support their review. QED will continue to provide Schools with information on course performance, drawing on data and where possible, external benchmarking. Subjects should make use of information gleaned from subject TEF in identifying areas for development.

- d) Quality Coordinators (supported by College Directors LTQE) will facilitate workshops for Course Leaders within their Schools and relevant academic partner staff. These workshops will support Course Leaders to analyse data and write their enhancement plans. The workshops will be held in **July and early September 2019**.
- e) Course Leaders, Quality Coordinators, relevant academic partner staff and Heads of Department will attend a mandatory peer supported development workshop to complete Course Annual Evaluation Reports. The workshops aim to support quality enhancement by providing feedback to the course team and identifying good practice and any issues that need to be addressed. The workshops will be held week commencing **23 September 2019** and **30 September 2019**. Scrutiny templates will be provided to aid the process.
- f) Following the workshops, the Heads of Department will receive completed Course Annual Evaluation Reports by **Friday 25 October 2019**. The Head of Department's role is to confirm the Course Annual Evaluation Report is complete and of appropriate quality to:
- ensure that the evaluation process has been carried out appropriately
 - identify any course in need of monitoring and additional support and feed into the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan
- g) Heads of Department should have completed the review of all course Annual Evaluation Reports within their department and signed-off the reports and action plans by **Friday 15 November 2019**. Following Head of Department sign-off, Course Annual Evaluation Reports are shared with students via Blackboard and forwarded to external examiners.
- h) Alongside this process, the School Learning, Teaching & Quality Enhancement Evaluation and Development Plan should be written by nominated individual(s) in the School. The Evaluation and Development Plan should be agreed by the Head of School and the School Senior Management Team (including the College Director) by **Friday 15 November 2019**. The agreed School Evaluation and Development Plan should be sent to AQU for inclusion in the College LTQE papers by **Wednesday 20 November 2019**.

Course Annual Evaluation Reports

19. Course leaders use the following evidence base as the primary source for compiling the Annual Evaluation Report:
- statistical data
 - Link Tutor report(s)
 - external examiner reports and response³
 - student feedback including the National Student Survey and the University Course Experience Survey
 - Course Management Committee minutes or equivalent
 - Professional and Statutory Regulatory Body Reports
 - Internal/external review reports (e.g. Periodic Review)
 - Employer/stakeholder feedback
 - Analysis of the response rate for module evaluations and UW CES
 - Engagement with University and/or School quality enhancement initiatives or projects

³ If an external examiner's report has not been received, a course AER should still be produced. Any additional Actions required as a result of the external examiner's report should be included in the Enhancement Plan upon its receipt.

20. Course Annual Evaluation Reports should therefore be produced for :
- each course or group of related courses leading to a UW award including research degrees and apprenticeships
 - every course or accredited module, or group of modules, run by a partner institution.
21. Reports are normally drafted by the Course Leader (or equivalent) but are the outcome of discussions with the course team and student representatives through course management committees or other appropriate meetings.
22. Course Annual Evaluation Report is comprised of the following:
- The completed report template and narrative
 - Action Plan from the previous year, with report on progress and commentary as appropriate
 - Enhancement Plan for current year
 - Commentary on the evidence informing the Enhancement Plan including a short SWOT analysis
23. The following are also appended:
- Data summary report
 - Course management committee minutes
 - External examiner reports including response
 - PSRB report(s) as applicable
 - Link Tutor report (in cases of collaborative provision)
 - Partner Overview Report (see paragraph 9).
24. Course Annual Evaluation Reports are shared with students via Blackboard and forwarded to external examiners; consideration should be given to ensure that individuals are not identifiable within the reports.

School Learning, Teaching and Quality Enhancement Evaluation and Development Plan for 2019/20 (Annex 3)

25. The Head of School and School Senior Leadership Team (including the College Director) should take responsibility for the formulation and agreement of the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan.
26. Schools use the following evidence base as the primary source for compiling the Learning, Teaching and Quality Enhancement Evaluation and Development Plan:
- School-level statistical data
 - School-level student feedback, including CES and NSS outcomes
 - Course Annual Evaluation Reports (including external examiner reports and responses) and Link Tutor reports
 - Outputs and impacts of development initiatives and participation in cross-university or other development projects
27. The focus for School Learning, Teaching and Quality Enhancement Evaluation and Development Plan is on the performance of the School in terms of comparisons with previous years and with other relevant external data. It may be relevant to make internal comparison to the University as a whole however it is preferable for Schools to use external benchmarking data when making comparisons. It is not expected that reference to each and every Course Annual Evaluation Report is made in the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan, although attention should be drawn to excellent performance or courses where there may be challenges or issues. The emphasis for the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan is on managing risk, and planning for continuous improvement.

28. There are no set criteria for the identification of courses identified as in need of additional support and this is at the discretion of the School Senior Management Team.

Reasons for the identification vary and could include concerns related to:

- Recruitment: This has the potential to impact on course viability and, where recruitment is low, to student experience.
- Attrition: High attrition impacts on the student experience, both those who leave the course and in some cases, those who remain and progress. High attrition can have resource implications, both staff and financial. Attrition and non-completion metrics, as these are now included in TEF metrics, can have broader implications.
- Adverse student feedback: This can be through module evaluation, course evaluation and through student surveys which is below benchmarks or UW agreed parameters.
- Adverse feedback from External examiners, external advisors through the Periodic Review process.
- Adverse feedback through annual monitoring by Professional Statutory Regulatory Bodies.
- Adverse feedback from students through course management committees or from other sources.
- Quality concerns can also arise where courses do not meet national benchmark requirements, for example, grade inflation, lower progression rates and lower completion rates.
- Courses may also be identified if concerns are raised in relation to graduate employability or inclusivity.

29. The specific support requirements should be identified and agreed by the Head of School and the College Director LTQE, in discussion with the Head of Department and Course Leader. A supplementary enhancement plan should be completed by the Head of Department and the College Director and Course Leader and should be appended to the Course Annual Evaluation Report enhancement plan when completed. It is the supplementary action plan that should be updated and sent to the College LTQE for monitoring purposes rather than the entire Course Annual Evaluation Report.

30. For each of the headings below, the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan will have a short statement of evaluation together with any planned developments as appropriate. Specific actions should be identified, indicating who is responsible, the key dates/milestones for achievement and the intended success criteria/impact. It is not necessary to identify actions in relation to every heading in each section, and it is assumed that course level actions are identified in the Course Annual Evaluation Reports. The School Learning, Teaching and Quality Enhancement Evaluation and Development Plan is the opportunity to identify potential developments and enhancements at School level.

31. The School Learning, Teaching and Quality Enhancement Evaluation and Development Plan therefore comprises consideration of the following:

- Course portfolio development and review
- All proposed course developments and re-approvals indicating intended start date for course
- Courses identified as in need of additional support
- All courses identified as in need of additional support, the reasons for this and the nature of the additional support and monitoring to be put in place
- Student recruitment and widening access
- Student retention and continuation

- Student attainment (completion and degree class)
- Progression to employment/further study and highly skilled employment
- NSS outcomes and response/action to be taken at School level
- CES and PTES outcomes and response/action to be taken at School level
- Collaborative provision: commentary on the overall management, oversight, planning and academic health of the partnerships and collaborative programmes overseen by the School, together with any actions for development etc.
- External (inc PSRB) accreditation and review and any forthcoming reviews or similar or planned new accreditations from PSRBs, and/or any actions necessary
- Student engagement
- Employer engagement and management of work-based learning
- Operation of personal academic tutoring system
- Staff development activities
- Peer supported review of teaching
- Learning and teaching development activities
- Development of technology enhanced learning
- Spend of learning and teaching funding
- Staff with HE teaching qualifications and Fellowship of HEA
- Learning and Teaching related external publications and outputs, including a list of all learning and teaching in HE related publications and/or conference presentations by members of the School, and consider any actions for developing the external profile of the School in this way
- Matters to be referred beyond the School
- Any matters that should be addressed by the University as matters of policy, process or development. (Note issues that are for specific support departments and relate only to the School, should be raised directly with the department concerned)

32. As deemed appropriate, the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan may also include key information required in relation to key priorities of University strategy (e.g. to gather evidence on external engagement, student success, etc.).

33. A key part of the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan is updating the previous year's Action Plan and providing commentary on progress and addressing any barriers to achievement, with organisational barriers to be identified as matters to be referred beyond the School, if appropriate. The updated Action Plan should be appended to the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan for consideration by the College LTQE Committee.

Indicative Schedule

34. Schools are advised to utilise (adapting as appropriate) the following indicative schedule for the process:

July and September 2019	Course Leaders to attend Annual Evaluation Report writing workshops
June – September 2019	Course Leaders to draft Annual Evaluation Reports between June and end of September, focussing on statistical analysis, completing the report and identifying priorities for an enhancement plan.
Early September 2019	Link Tutor report submitted to UW Course Leader for inclusion with Annual Evaluation Report*
w/o 23 September and 30 September 2019	Course Leaders, Quality Coordinators and Heads of Department attend a mandatory peer supported scrutiny to

	complete Annual Evaluation Reports and enhancement plans.
Friday 25 October 2019	Course Annual Evaluation Reports received by Heads of Department
Friday 15 November 2019	Course Annual Evaluation Reports reviewed and signed off by Heads of Department
Friday 15 November 2019	School Learning, Teaching and Quality Enhancement Evaluation and Development Plan to be agreed at School SMT by the Head of School and School Senior Leadership Team (including the College Director)
04 December 2019	The School Learning, Teaching and Quality Enhancement Evaluation and Development Plan considered by College LTQE Committee
15 January 2020	ASQEC Considers AER process
05 February 2020	Progress on the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan is considered by the College LTQE Committee

** The Link Tutor report should also be sent to the HE Manager (where appropriate, the Course Leader (or equivalent)) at the partner organisation, the Head of Collaborative Programmes and the Head of School.*

Section 3: Roles and responsibilities

Link Tutor

35. The Link Tutor has a dual role: providing assistance and support to staff in the partner institution, and providing assurance to UW that the partnership is operating appropriately. During the year the Link Tutor might make a number of visits to a partner organisation, in accordance with the guidance on the [role of the Link Tutor](#). They are requested to produce a short annual report (normally no longer than two pages) on these visits. These reports are an important feature of the Course AE Report and should be a part of the evidence base for the Enhancement Plan. A template for the Link Tutor report can be accessed via the AQU website.

Schools

36. Heads of School, in association with the School Senior Management Team, are responsible for the production of the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan

37. Heads of Department in liaison with the School Quality Co-ordinator are responsible for ensuring the effectiveness of the process at course level, including the quality of enhancement planning, and for maintaining an overview of quality and standards across provision (including collaborative programmes). In addition Heads of Department are responsible for supporting the continuous improvement of quality and standards through quality enhancement activity, for managing risk and for ensuring that actions and recommendations from internal or external review activity at course and departmental level are addressed.

38. Therefore, in relation to the Course Annual Evaluation process, the School SMT should:

a) ensure:

- that a complete and appropriate set of reports (including Link Tutor reports) for all applicable provision has been completed
- that all reports provide a full and appropriate response to external examiner(s)

b) discuss:

- the academic health of courses, including the academic health of courses delivered by partner organisations, as evidenced by key performance indicators, metrics and any other relevant external reports
 - generic issues arising from the Annual Evaluation process (these might be matters of process/procedure or issues about courses/student experience – including recruitment, retention, achievement, etc.)
- c) determine:
- those courses that may require specific monitoring or additional support in the current reporting year and the action to be taken to manage any risk or enable any identified opportunities.
 - matters for the School (or Department) to address in relation to quality and/or standards issues
- d) refer any matters that require University level review or development and/or response as appropriate
- e) review progress on actions from previous year
- f) agree any actions/priorities to enhance the quality of courses and the student experience over the next academic year.

College LTQE Sub Committee

39. The role of the College LTQE is to oversee the annual evaluation process and report to ASQEC on the AER process and outcomes. This will be done by ensuring that each School has robustly carried out the process and that the School has an appropriate evaluation and development plan in place, based on the evidence provided in the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan.
40. Therefore, in relation to Annual Evaluation process, the College LTQE Sub Committees should:
- Monitor courses identified as in need of additional support – these are initially identified by the School in their enhancement plan, but can also be identified by the College LTQE when considering the outlier data and other metrics/KPI data.
 - Consider the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan including progress update on last year and spreadsheet showing receipt of course AERs and Link Tutor reports etc.
 - Review key metric and KPI data (currently this would be TEF data, AER course and School data and outlier data)
 - Receive verbal reports from the School Quality Co-ordinator on the School scrutiny process
41. In keeping with an approach that supports a lighter touch for lower risk courses, good practice would suggest that course enhancement plans are continually reviewed and updated through Course Management Committees. Courses identified as higher risk and/or requiring additional support and/or where there are particular challenges in achieving improved outcomes may be more formally monitored by College LTQE Sub Committee; this will usually be done by presenting updates against the enhancement actions.

Academic Standards and Quality Enhancement Committee

42. The Academic Standards and Quality Enhancement Committee (ASQEC) retains responsibility for reporting annually to Academic Board on academic standards and the academic health of the University's portfolio of taught programmes and the quality of the student learning experience (see ASQEC Terms of Reference). This includes monitoring of progress in relation to University level enhancement and development projects related to educational and student experience matters.
43. ASQEC maintains oversight of academic standards and quality through consideration of regular reports pertaining to:

- Statistical indicators for retention, progression, achievement and employment outcomes
- External examiner and PSRB reports
- Course approval and periodic review reports
- Results of student surveys, including NSS and CES
- Teaching Excellence and Student Outcomes Framework data sets
- Access and Participation data sets

44. The Head of Academic Quality will present to ASQEC a report, evaluating the effectiveness of the process by reviewing the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan, specifically to note:

- Common themes
- Consideration of matters referred from Schools for University level action
- Actions relating to Institutional priorities
- Identification of any courses where an Evaluation Report has not been completed
- Progress in relation to previous year's action plans
- Overview of courses identified as in need of additional support

Standard Evidence Base

- 1 Normally, the following statistical data is provided by the Data Management Unit for the purposes of the Annual Evaluation process:
 - applications and admissions
 - student characteristics
 - graduate destinations data
 - retention and completion data
 - progression and achievement data.
- 2 This data is provided initially at School level to enable comparison with other awards as well as identification of trends over a number of years.
- 3 In order to benchmark provision, report authors are also encouraged to make use of external benchmarking (ie: see [Unistats](#))
- 4 In addition, authors of Course AE reports are expected to draw upon evidence from the following in arriving at their Enhancement Plan:
 - external examiner reports⁴
 - internal review reports and responses
 - NSS and other survey outcomes (where applicable)
 - Course Management Committee and/or Staff/Student Liaison Committee minutes
 - student module feedback and evaluation
 - Link Tutor reports (in the case of collaborative provision)
 - external review reports (e.g. PSRB)
 - module results summaries, analysis of response rate for module evaluations and UW CES
 - employer (and other stakeholder) feedback
- 5 Courses must also consider national subject developments (e.g. the publication of an updated subject benchmark statement) and University and School development priorities.

⁴ If an external examiner's report has not been received, a course AER should still be produced. Any additional Actions required as a result of the external examiner's report should be included in the Enhancement Plan upon its receipt.

Guide to writing the Course Annual Evaluation Report

1. The following points provide a step-by-step guide through the process of gathering and evaluating evidence to inform the Enhancement Plan. The nature of the questions to be asked of the evidence will be course specific as well as more general questions as indicated below. Therefore, this guidance aims to be neither exhaustive nor prescriptive.
2. Gather information to create evidence base. The following will be available within this folder: <O:\All Staff Documents\AQU\ANNUAL EVALUATION INFORMATION>.
 - statistical data
 - external examiner report(s)
 - periodic review reports and responses
 - CES and other survey outcomes
 - NSS outcomes
 - module results summaries (as published on the O drive and/or available from exam boards)
3. Other information will be available within your School. If you are unsure how to access these items, your School Quality Administrator will be able to guide you. This includes:
 - Course Management Committee and/or Staff/Student Liaison Committee minutes
 - student module evaluation
 - external review reports (e.g. PSRB monitoring reports)
4. You should also collect any other relevant information, which might include:
 - Link Tutor reports (in the case of collaborative provision; provided by the UW Link Tutor⁵)
 - employer (and/or other stakeholder) feedback
 - national subject developments e.g. updated subject benchmarks

Following the collation of evidence:

5. Explore the statistical data – guidance on interpreting the data will be made available and would typically include changes from last year including reflection specifically on trend data and comparison with competitor institutions based on Unistats.
6. Review external examiner reports, highlighting key issues and good practice. The report asks you to make a summary response to the external examiner(s). In addition, where issues are raised, these should be entered into the Enhancement Plan. Please bear in mind that upon completion of the Annual Evaluation Report and once it has been agreed and signed off through the scrutiny process, the full report is sent to the external examiner. Currently some Schools manage this centrally while others require Course Leaders to send a copy to the EE. Please check with your School Quality Administrator if you are unsure.
7. Note progress made in response to any internal and/or external review reports – are there any changes to the current plans? ***If external (PSRB) reports require action, these MUST form part of the Enhancement Plan.***
8. Review Course Management Committee and/or Staff/Student Liaison Committee minutes – are there common themes relating to student expectation/satisfaction –

⁵ Details of the role of the Link Tutor with regard to the AE Process can be found in paragraph 42 of the AE Process document. A Link Tutor report template is available on the AQU Annual Evaluation webpages.

should any action be taken? Does this relate also to NSS and/or UWSS outcomes, student module feedback, module results, external examiner's report, etc.?

9. Do Link Tutor reports raise any issues that require action – either in the form of potential developments or the mitigation of risk?
10. Do module results or exam board minutes raise any issues regarding assessment? Does an exploration of these minutes relate to matters arising elsewhere (e.g. external examiner's report, Course Management Committee minutes/NSS/module feedback)? If there are common themes, what action might be taken to rectify issues or to enhance current practice?
11. Is there other information, arising from stakeholder groups, sector-wide subject development, etc., which might necessitate action?
12. Complete the Course Annual Evaluation Report template, ensuring that all actions noted can be clearly related to the evidence base, have realistic milestones/completion dates, and clearly identify the individual with lead responsibility. Completion dates do not have to be within an academic year, although for longer term plans it is expected that at least annual milestones are put in place in order to track progress.
13. Use the SWOT analysis to identify key strengths, weaknesses, any identifiable opportunities to strengthen the course further, or any threats that may impact on its future viability or quality. Key actions identified through the analysis should normally feed through to the enhancement plan.
14. With regard to progress against previous plans, where actions are not completed it may be appropriate to report progress to date (or reasons for delay), and either amend milestones/completion or amend the action itself in the light of new evidence. In such cases, the changes made should be apparent in order to provide oversight of progress. Avoid use of the term 'ongoing'.
15. Submit the completed Course Annual Evaluation Report to your Head of Department for review and once confirmed by the Head of Department, submit to the School Quality Administrator.

Version published February 2019



School Learning, Teaching and Quality Enhancement Evaluation and Development Plan for 2018/19

For each of the headings below, please provide a short statement of evaluation together with any planned developments as appropriate. Specific actions should be identified in part two of the document indicating who is responsible, the key dates/milestones for achievement and the intended success criteria/impact. The overall report should be no longer than 15-20 pages.

The Head of School and School Senior Management Team (including College Director LTQE) should take responsibility for the formulation and agreement of the evaluation and plan. Please note it is not necessary to identify actions in relation to every heading, and it is assumed that course level actions are identified in the course AERs; this is the opportunity to identify potential developments and enhancements at School level.

School of _____

1. Course portfolio development and review <i>Please list all proposed course developments and re-approvals indicating intended start date for course</i>
2. Courses identified as in need of additional support <i>Please list all courses identified as in need of additional support, the reasons for this and the nature of the additional support and monitoring to be put in place</i>
3. Student recruitment and widening access
4. Student retention and continuation
5. Student attainment (completion and degree class)
6. Progression to employment/further study and highly skilled employment
7. NSS outcomes and response/action to be taken at School level
8. CES and PTES outcomes and response/action to be taken at School level
9. Collaborative provision <i>Please provide a commentary on the overall management, oversight, planning and academic health of the partnerships and collaborative programmes overseen by the School, together with any actions for development etc.</i>
10. External (inc PSRB) accreditation and review <i>Please list any forthcoming reviews or similar, or planned new accreditations from PSRBs, and/or any actions necessary</i>
11. Student engagement
12. Employer engagement and management of work-based learning

13. Operation of personal academic tutoring system
14. Staff development activities
15. Peer supported review of teaching
16. Learning and teaching development activities
17. Development of technology enhanced learning
18. Spend of learning and teaching funding
19. Staff with HE teaching qualifications and Fellowship of HEA
20. Learning and teaching related external publications and outputs <i>Please append a list of all learning and teaching in HE related publications and/or conference presentations by members of the School, and consider any actions for developing the external profile of the School in this way</i>
21. Matters to be referred beyond the School <i>Please list any matters which you consider should be addressed by the University as matters of policy, process or development. (Note issues that are for specific support departments and relate only to the School, should be raised directly with the department concerned)</i>

Lead author _____
Date completed _____

This Evaluation and Development Plan, together with the Action Plan template, needs to be completed by **15th November 2019** at latest to be presented to the College Learning, Teaching and Quality Enhancement Committee provisionally scheduled for **4th December 2019**.

School of _____

Learning, Teaching and Quality Enhancement Action Plan for 2019/20

Please identify key priorities for action at School level to be instigated over the forthcoming academic year. The plan should identify shared strategic and/or key operational priorities, drawing on the evaluation undertaken as part of the quality evaluation process, assessment of key metrics and other evidence and institutional development priorities.

School development priorities					
Issue or objective to be addressed	Action/s to be taken	Dates for achievement of action/s	Person responsible	Criteria for success/impact	Progress
Indicate the issue you are intending to address (eg improve retention on PG courses, enhance student engagement with personal academic tutoring) and/or University or School strategic objective (eg increase the proportion of courses/modules using e-submission)	Set out the key action/s that will be taken at School level	Give indicative dates for achievement of actions/milestones	Identify who will be responsible for leading/managing/monitoring the actions	Specify how the success or impact of the actions will be measured	Progress updates should be reviewed by relevant College Committee in Semester 2 and at the start of the following academic year, so that progress can feed into the next planning cycle
1.					
2.					
3.					
4.					
5.					
6.					

****Please also append last year's action plan with a progress update.***